



**WELLESLEY
PREP SCHOOL**

PSHE and RE/RSE Policy

PSHE: Personal, Social, Health and Economics education

RE: Relationship Education

RSE: Relationships and Sex Education

This policy applies to all parts of Wellesley Prep School including the Early Years Foundation Stage.

Updated: August 2026
Review: September 2027

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INTRODUCTION

At Wellesley Prep School, we deliver Personal, Social, Health and Economic (PSHE) education through a whole-school approach, recognising its essential role in supporting pupils' personal development, wellbeing and ability to learn effectively.

PSHE is a fundamental part of our curriculum, supporting pupils to develop the knowledge, skills and attributes they need to become confident, healthy, respectful and responsible members of society. It encompasses personal development, health and wellbeing, relationships, economic awareness and responsible citizenship, preparing children for life both now and in the future.

The Jigsaw Programme provides a comprehensive and carefully sequenced Scheme of Work, ensuring consistency, progression and depth in pupils' learning. The programme overview can be viewed on the school website.

The statutory requirements for Relationships Education and Health Education are delivered through our wider PSHE curriculum. Where appropriate, age-appropriate Sex Education is taught in accordance with the Department for Education's statutory Relationships, Sex and Health Education (RSHE) Guidance (2025).

This policy supports pupils' personal development, behaviour and attitudes, while contributing to the school's Safeguarding and Child Protection Policy, Equality Opportunities Policy, British Values agenda and pupils' Spiritual, Moral, Social and Cultural (SMSC) development.

This policy reflects statutory guidance from the Department for Education (DfE), including:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025)
- Keeping Children Safe in Education (KCSIE 2026)
- The Equality Act (2010)
- The Education Act (2002)

It is also informed by:

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025)
- The Prevent Duty (Counter-Terrorism and Security Act 2015), where relevant to safeguarding responsibilities
- The Early Years Foundation Stage Statutory Framework (2025), where relevant to Nursery and Reception provision

Our PSHE curriculum also includes age-appropriate economic education, supporting pupils' understanding of money, enterprise and the world of work, alongside citizenship education which develops their understanding of democracy, rights, responsibilities and active participation in society.

This policy outlines Wellesley Prep School's whole-school approach to PSHE education and demonstrates how we fulfil our statutory responsibilities while reflecting our values, ethos and commitment to an inclusive, evidence-informed and developmentally appropriate curriculum for all pupils.

CONTEXT

Wellesley Prep takes a whole-school thematic approach to PSHE, enabling different year groups to explore shared themes at appropriate developmental levels throughout the year. This approach encourages cross-phase collaboration, links PSHE learning with assemblies and wider school experiences, and supports a spiral curriculum where pupils revisit and build upon key concepts over time.

Our PSHE curriculum is developmental, progressive and responsive to the needs of our pupils. Children revisit important themes throughout their time at Wellesley Prep, developing their knowledge, skills and understanding with increasing depth and maturity. This enables pupils to make informed decisions, maintain positive relationships and support their physical and emotional wellbeing throughout childhood and beyond.

This policy was produced by Jane Pursell in consultation with the SLT, teachers, pupils and parents.

Parent consultation takes place through parent Tea Parties at the beginning of the academic year and in the Spring Term, as well as through termly PSHE newsletters and specific information evenings. Pupils contribute to the development of this policy through questionnaires, feedback in PSHE lessons and School Council discussions.

The school recognises that parents and carers are children's first educators, particularly in matters relating to relationships, health and wellbeing. We value a strong partnership between home and school and believe that open communication and transparency enable parents to support and reinforce learning beyond the classroom. Parents are encouraged to engage with the curriculum, ask questions and share feedback throughout the year.

Our PSHE provision supports pupils' Spiritual, Moral, Social and Cultural (SMSC) development and contributes to safeguarding by equipping pupils with the knowledge, language and confidence to understand risk, seek help and stay safe both online and offline.

Through carefully planned learning, pupils develop an understanding of healthy relationships, personal boundaries, emotional literacy, resilience, risk management and the importance of seeking support from trusted adults. They are encouraged to express concerns, challenge harmful behaviour and make safe, informed choices.

We are committed to ensuring that our PSHE and RSE curriculum remains inclusive, evidence-informed and responsive to the evolving needs of our pupils and wider community. This policy has been updated to reflect the Department for Education's RSHE statutory guidance published in July 2025.

As part of our ongoing review cycle, we will continue to evaluate our curriculum, resources and teaching approaches to ensure they remain age-appropriate, evidence-informed and aligned with statutory guidance. Feedback from pupils, parents, staff and governors will continue to inform future developments.

POLICY AIMS AND OBJECTIVES

Parents/Carers will be informed about the policy through an email and have the option to discuss any areas with the PSHE Lead, Form Tutor or SLT. The policy is available through the online parent portal/school website.

Parents/Carers can request this policy in a written/printed format by contacting the office.

In line with the Department for Education's Relationships, Sex and Health Education (RSHE) Guidance (2025), Wellesley Prep is committed to being open and transparent about its PSHE and RSE curriculum. Parents and carers will be informed about the content of the curriculum and will have opportunities to view curriculum overviews, knowledge organisers and other supporting materials via the Parent Portal. Additional curriculum information and teaching resources can be made available on request.

We encourage parents and carers to contact the PSHE Lead or a member of the Senior Leadership Team if they have any questions regarding the curriculum, teaching materials or this policy. We believe that maintaining an open dialogue between home and school supports children's personal development and wellbeing.

Wellesley Prep is characterised by the quality of relationships, a strong sense of mutual support and kindness. There is a centrally held ambition for the happy and adventurous learning of the pupils.

This policy is informed by our school's ethos:

Ethos

- Generosity of spirit
- Good discipline without fear
- Delight in diversity
- High personal effort
- Adventure

At Wellesley Prep, PSHE education is central to our commitment to developing the whole child. It underpins our approach to safeguarding, wellbeing, behaviour, and personal development, and ensures that pupils are supported to thrive academically, socially, emotionally and physically. The school promotes equality of opportunity regardless of gender, race or ability.

School Aims

- Encourage kindness above all else.
- Develop children's problem-solving skills and attitudes
- Provide a safe environment for pupils to take creative risks in their learning without undue fear of failure
- Encourage an enduring sense of curiosity and wonder through a meaningful curriculum and a strong emphasis on the outdoors.
- Promote mental and physical fitness
- Explore each child's strengths and support their weaknesses through thoughtful differentiation

In addition, we aim to:

- Develop pupils' emotional literacy so they can recognise, understand and express their feelings appropriately and confidently.
- Equip pupils with the knowledge and skills to form and maintain healthy, respectful relationships of all kinds.
- Ensure pupils understand how to stay safe in a wide range of contexts, including online environments, and know how to seek help when needed.
- Promote resilience, self-regulation and positive mental wellbeing as essential life skills.
- Foster respect for diversity, inclusion and the protected characteristics set out in the Equality Act 2010.
- Prepare pupils for the challenges and responsibilities of adolescence and later life in a safe, age-appropriate way.
- Support pupils to become responsible, active citizens who understand rights, responsibilities and the importance of community.

This policy fulfils our school ethos by ensuring that the PSHE curriculum evolves in order to better incorporate the school's Code of Conduct:

Wellesley Prep School's code of conduct requires children to: encourage each other, try our hardest, be truthful and fair, be well-mannered and value kindness above all else. These values are actively reinforced through PSHE teaching, school culture, staff modelling and daily interactions. Pupils are supported to apply them not only in lessons, but in all aspects of school life, including friendships, play, teamwork and wider community engagement.

WHOLE SCHOOL APPROACH USING JIGSAW

Statutory Requirements and Curriculum Framework

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental, and physical development of pupils and prepares them for the opportunities, responsibilities, and experiences of later life.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils across maintained schools, academies, independent schools, special schools, and alternative provision settings.

At Wellesley Prep, statutory Relationships Education and Health Education are delivered through our PSHE programme using the Jigsaw PSHE 3-13 scheme. This provides a structured, progressive, and developmentally appropriate framework that ensures full coverage of statutory requirements while also supporting pupils' wider personal, social, and emotional development.

Our PSHE curriculum also supports safeguarding responsibilities in line with Keeping Children Safe in Education (KCSIE) and the Prevent Duty. It helps pupils to recognise risk (online and offline), develop resilience, understand healthy relationships, and know how to seek appropriate support.

Curriculum Overview

We use Jigsaw PSHE as our curriculum framework because it provides a coherent, spiral programme from Early Years to Year 8. It ensures consistency and progression while supporting high-quality teaching and learning across the school.

The programme is regularly reviewed to reflect current safeguarding priorities, statutory guidance, and best practice in child development, health education, and wellbeing.

Core Features of the Jigsaw Approach

Emotional literacy at the heart of learning

Pupils develop emotional vocabulary and understanding, enabling them to recognise, name, and express feelings in themselves and others. This supports wellbeing, communication, and positive relationships.

Mindfulness and self-regulation ("Calm Me Time")

Each lesson begins with a short mindfulness activity to support emotional regulation, focus, and readiness to learn, contributing to a calm and supportive classroom environment.

Connection and belonging ("Connect Us")

Activities promote empathy, cooperation, and a strong sense of class identity, helping pupils feel valued and included.

Oracy and respectful dialogue

Pupils are taught to listen actively, express opinions respectfully, and engage with different perspectives, supporting healthy relationships and democratic understanding.

Spiral curriculum design

Key themes are revisited annually with increasing depth, allowing pupils to build on prior learning in line with their age and maturity.

Active and participatory learning

Lessons are interactive and skills-based, using discussion, role play, reflection, and problem-solving to help pupils apply learning to real-life situations.

The Six Jigsaw Puzzles

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Identity, belonging, rights and responsibilities, class and school community, democracy, contributing positively, Jigsaw Charter
Autumn 2	Celebrating Difference	Diversity, equality, inclusion, stereotyping, bullying (including cyberbullying and prejudice-based bullying), empathy and respect
Spring 1	Dreams and Goals	Aspirations, goal setting, resilience, teamwork, perseverance, future pathways and contribution to society
Spring 2	Healthy Me	Physical and mental health, wellbeing, sleep, exercise, hygiene, nutrition, safe choices, medicines and drugs education

Term	Puzzle	Key Content
Summer 1	Relationships	Families and friendships, communication, conflict resolution, healthy and unhealthy relationships, respect, loss and bereavement
Summer 2	Changing Me	Human development, puberty, coping with change, body image, self-esteem, transition, and age-appropriate RSE (including reproduction in Upper KS2 where appropriate)

Adapting Jigsaw for Our School Context

While Jigsaw provides a structured framework, we ensure learning is relevant and appropriate for our pupils. Adaptations are made carefully by the PSHE lead and teaching staff, taking into account:

- Pupils' developmental stages and class needs.
- Pupil voice (including discussions, surveys, and School Council input).
- Local context and community considerations.
- Feedback from parents, pupils, and staff.
- The ethos and values of the school.

All adaptations are reviewed in consultation with senior leadership and remain fully compliant with statutory guidance. Where appropriate, parents and carers are informed in advance of significant or sensitive adaptations.

Curriculum Time and Whole School Approach

PSHE is taught weekly in dedicated curriculum time of one hour per week, delivered by Form Tutors. Learning is carefully sequenced and reinforced across the curriculum.

PSHE is also embedded across school life to ensure consistent reinforcement of key themes:

- **School culture and ethos:** Core values such as respect, kindness, responsibility, and resilience are modelled and reinforced by all staff.
- **Behaviour and relationships:** Policies reflect PSHE principles, including restorative approaches and expectations for respectful behaviour.
- **Wider school experiences:** Assemblies, playtimes, and enrichment activities reinforce wellbeing, relationships, and personal development themes.

- **Recognition and celebration:** Pupils are recognised for personal development alongside academic achievement, including qualities such as empathy, perseverance, and cooperation.
- **Learning through play and interaction:** Playtimes provide opportunities to develop friendship skills, communication, and conflict resolution, supported by staff modelling and guidance.

Learning Outdoors: Supporting Wellbeing and Development

The DfE RSHE guidance (2025) highlights the importance of the relationship between physical health, mental wellbeing, and outdoor activity.

We recognise that outdoor learning contributes significantly to pupils' personal development. We therefore incorporate outdoor experiences into our PSHE provision where appropriate.

Using school grounds and local environments, pupils are given opportunities to:

- Experience the wellbeing benefits of time outdoors.
- Develop teamwork, independence, and resilience.
- Apply PSHE learning in real-world contexts.
- Build environmental awareness and responsibility.
- Support emotional regulation through movement and nature-based learning.

Outdoor learning and play are valued as important elements of pupils' personal, social, and emotional development.

EARLY YEARS PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT (PSED) IN NURSERY AND RECEPTION.

At Wellesley Prep, we recognise that Personal, Social and Emotional Development (PSED) is a prime area of learning in the Early Years Foundation Stage and is fundamental to children's overall wellbeing, future learning, and long-term success.

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to

understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

In addition, PSED is supported through the introduction of our whole-school Jigsaw PSHE curriculum.

The Jigsaw approach in Early Years, age 3 onwards, introduces children to key concepts such as belonging, feelings, friendships, and managing change in a developmentally appropriate way, laying strong foundations for later PSHE and RSHE learning.

Please refer to the EYFS PSHE overview for more details.

PROGRESSION AND AGE-APPROPRIATE LEARNING

The Jigsaw curriculum provides a clear progression from Nursery (OAKS – aged 3) through Year 8 (age 13). Each year group builds on the learning from the previous year, ensuring children revisit key concepts in more depth. All teaching is tailored to meet the developmental needs of pupils and delivered with sensitivity and clarity.

CREATEING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

At Wellesley Prep School, we are committed to ensuring that all PSHE and RSHE learning takes place within a safe, respectful and supportive environment, in line with the DfE statutory Relationships, Sex and Health Education (RSHE) guidance (updated 2025) and Keeping Children Safe in Education (KCSIE).

We recognise that effective PSHE and RSHE education requires trust, consistency and clear boundaries so that pupils feel confident to participate, ask questions, and develop understanding in a safe context.

Establishing a Safe Learning Environment

We create a safe and supportive environment by:

- Establishing clear, simple and consistently applied ground rules for PSHE and RSHE learning.

- Co-constructing a Class Charter with pupils at the beginning of each year, which is revisited regularly and underpins respectful dialogue.
- Ensuring expectations for respectful listening, confidentiality (within safeguarding limits), and appropriate language are clearly understood by pupils.
- Reinforcing that staff follow safeguarding procedures where disclosures or concerns arise.

Pupils understand that while their contributions are valued, staff cannot promise confidentiality where a safeguarding concern is disclosed, in line with statutory safeguarding guidance.

Spiral Curriculum and Developmental Learning

PSHE and RSHE at Wellesley Prep follow a **spiral curriculum model**, ensuring that key concepts are revisited, reinforced and extended over time in line with pupils' age, stage of development, and increasing maturity.

This ensures that learning:

- Builds progressively from Early Years through to Year 8.
- Reflects both universal needs (shared by all pupils) and individual class needs.
- Is responsive to pupils' lived experiences and current safeguarding priorities.
- Supports preparation for life in modern society.

Inclusive and Supported Learning

We ensure that all pupils, including those who may be vulnerable or at risk, are supported appropriately through:

- Strong pastoral systems and trained staff.
- A whole-school safeguarding culture aligned with KCSIE.
- Close liaison between class teachers, the Designated Safeguarding Lead (DSL), and pastoral teams where appropriate.

Teaching and Learning Approaches in Jigsaw PSHE

Jigsaw lessons typically include:

- Whole-class teaching using stories, scenarios or real-life contexts.
- Circle time discussions to promote respectful dialogue and emotional literacy.

- Mindfulness-based activities to support self-regulation and readiness to learn.
- Paired and group work to develop communication and collaboration skills.
- Structured reflection tasks to support personal understanding.
- Explicit teaching and modelling of appropriate, respectful and accurate vocabulary.

These approaches support both knowledge acquisition and the development of essential life skills such as empathy, communication, resilience, and decision-making.

INCLUSION AND EQUALITY

Wellesley Prep School is committed to promoting **inclusion, equality of opportunity, and respect for all pupils**, in line with the **Equality Act 2010** and DfE statutory RSHE guidance.

We ensure that PSHE and RSHE education is accessible, inclusive and appropriate for all pupils regardless of gender, ethnicity, faith, background, ability, or family circumstance.

Our Commitment to Inclusion

We:

- Value every child as an individual and celebrate diversity within our school community.
- Promote respect for all people and families, recognising a range of family structures and lived experiences.
- Provide a broad and balanced PSHE curriculum accessible to all learners.
- Adapt teaching approaches and materials where necessary to meet individual needs.
- Work closely with parents, carers, class teachers and the Learning Support team to support pupils with SEND.

No pupil will be excluded from PSHE or RSHE education. Where appropriate, learning is differentiated or scaffolded to ensure full participation and understanding.

Respect for Beliefs and Protected Characteristics

We respect the right of pupils, families and staff to hold personal, cultural or religious beliefs. RSHE is taught in a way that:

- Is factual, age-appropriate and non-judgemental.
- Promotes respect and understanding of diversity.
- Encourages pupils to consider different perspectives.
- Does not seek to impose beliefs or values.

Where content may be sensitive or raise questions linked to faith or belief, it is handled respectfully and in accordance with statutory guidance.

LGBTQ+ Inclusion

In line with DfE guidance, pupils are taught about respect for all families and relationships, including those that reflect LGBTQ+ people, in an age-appropriate and inclusive manner.

Further information about our approach can be found in Jigsaw's guidance: "Including and valuing all children. What does Jigsaw teach about LGBTQ+ relationships?" on the school parent portal.

Inclusive Practice and Equality

We are committed to an inclusive PSHE curriculum that is accessible to and respectful of all children and families.

We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring that PSHE is taught in a way that:

- Does not subject pupils to discrimination.
- Promotes equality of opportunity.
- Fosters good relations between people with protected characteristics and those without.

The protected characteristics are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Teaching about Families and Relationships

Our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

- Single parent families.

- Same-sex parent families.
- Families headed by grandparents or other relatives.
- Adoptive families.
- Foster families.
- Kinship care arrangements.
- Blended families.
- Families from different cultural and religious backgrounds.
- Service families, including those where a parent or carer serves in the armed forces.

We ensure that no child is stigmatised based on their home circumstances and that all family structures are represented positively in our teaching. When discussing families, we emphasise that the key characteristic of families is that they provide love, care, stability and security for children, not a particular structure.

Supporting Children with SEND

Children with special educational needs and/or disabilities receive appropriate, adapted PSHE education that meets their needs. PSHE is particularly important for children with SEND, who may be more vulnerable to exploitation, abuse and bullying. Teachers adapt lessons to ensure content is accessible, using:

- Visual supports, simplified language, concrete examples
- Additional pre-teaching or small group work where needed
- Multi-sensory approaches and practical activities
- Extended time for processing and responding
- Personalised social stories or resources where appropriate

For some children with SEND, certain PSHE content may need to be taught in different ways or at different times to ensure understanding and safety. The SENCO works closely with the PSHE lead and class teachers to ensure appropriate provision.

Respecting Religion and Belief

We respect the religious backgrounds and beliefs of all families in our school community. PSHE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives.

Where relevant, we may discuss different views held by religious communities on particular issues, helping children to understand that people's beliefs inform their values and choices. This is done in a way that promotes respect for diversity of belief whilst being clear about the law and children's rights.

Challenging Stereotypes and Promoting Respect

Throughout our PSHE curriculum, we actively work to break down harmful stereotypes, including gender stereotypes that can limit children's aspirations, reinforce inequalities, or contribute to disrespectful behaviour, and explain how some characteristics are protected under UK law. As children progress through the programme, they encounter a number of protected characteristics in age-appropriate ways, understanding why certain groups have legal protection from discrimination and how this relates to treating all people with dignity and respect.

For example, children learn that all people deserve respect regardless of their sex, and we challenge outdated ideas about what boys and girls "should" be like, what they can achieve, or how they should behave. We help children understand that boys and girls can have diverse interests, strengths, and personalities, and that qualities like kindness, strength, nurturing, and courage are human qualities that everyone can demonstrate, not traits that belong only to one sex.

Age-appropriately, we address how stereotypes and prejudiced attitudes, including misogyny, can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone - boys and girls - has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable.

This approach supports both safeguarding and the development of healthy, equal relationships, helping all children to feel valued and to respect others.

STATUTORY RELATIONSHIPS AND HEALTH EDUCATION

At Wellesley Prep School, Personal, Social, Health and Economic Education (PSHE) is central to pupils' personal development, wellbeing and safeguarding. Through a carefully planned programme, pupils develop the knowledge, skills and confidence needed to build healthy relationships, make informed choices and thrive both in school and beyond.

Relationships Education and Health Education are statutory elements of the primary curriculum and are delivered through our whole-school PSHE programme using the Jigsaw PSHE scheme. This provides a progressive, spiral curriculum where key concepts are revisited each year with increasing depth and maturity. Lessons are adapted to reflect pupils' age, development and individual needs.

Curriculum maps, knowledge organisers and topic overviews are available to parents through the Parent Portal.

RELATIONSHIP EDUCATION

By the end of Year 6, pupils will understand:

- **Families and caring relationships:** Families come in many forms and provide love, care and support. Pupils learn about healthy relationships, how to recognise when relationships are unhealthy and how to seek help.
- **Friendships:** The qualities of positive friendships, including kindness, trust, respect and loyalty, as well as how to manage disagreements and challenges.
- **Respectful relationships:** The importance of respect, self-respect, boundaries, communication and resolving conflict. Pupils learn about bullying, stereotypes and how to challenge unkind behaviour.
- **Online safety:** How to behave responsibly online, protect personal information, recognise risks and seek help when needed.
- **Being safe:** Personal boundaries, privacy, consent, body ownership and how to respond to unsafe situations or concerns.

HEALTH EDUCATION

By the end of Year 6, pupils will understand:

- How to recognise and manage emotions, develop resilience and support their mental wellbeing.
- The importance of healthy choices, including exercise, nutrition, sleep and self-care.
- How bodies change as they grow and how to approach change positively.
- How to make safe choices, recognise risks and seek support.
- How to use technology responsibly and understand the impact of online experiences on wellbeing.

Throughout the programme, pupils develop empathy, confidence, critical thinking and the ability to make responsible decisions.

Building Foundations for Secondary RHE

Our PSHE curriculum is designed to be age-appropriate while building strong foundations for the more complex Relationships, Sex and Health Education pupils encounter in Key Stage 3.

Pupils learn skills that support them both now and in the future, including managing emotions, resolving friendship difficulties, understanding boundaries and consent, recognising healthy relationships, staying safe online and developing strategies for positive mental wellbeing.

Our approach is preventative and developmental, ensuring pupils have the knowledge, vocabulary and confidence to respond safely and respectfully as they grow.

Progression to Key Stage 3

Learning is carefully sequenced so that themes including wellbeing, relationships, personal safety, consent, online safety and decision-making are revisited and developed over time.

By the end of Year 6, pupils are equipped with the understanding and skills needed to navigate adolescence safely, respectfully and responsibly. This learning continues to develop through Years 7 and 8, ensuring a coherent approach to pupils' personal development, wellbeing and safeguarding.

RELATIONSHIPS AND SEX EDUCATION (RSE)

Key stage 1-2

Relationships and Sex Education (RSE) supports pupils in developing the knowledge, understanding and skills needed to build healthy, respectful and safe relationships, understand human development, and make informed choices as they grow.

Our programme is delivered in accordance with the statutory guidance from the Department for Education (DfE) and is carefully planned to be age-appropriate, inclusive and responsive to the needs and maturity of our pupils.

Relationships Education and Health Education are statutory in all primary schools. Whilst Sex Education is not compulsory at primary level, the Department for Education recommends that schools provide age-appropriate teaching about human reproduction to prepare pupils for adolescence and secondary education.

At Wellesley Prep School, we believe that children should understand the basic facts of human reproduction before finishing Year 6. We recognise that children are naturally curious about how life begins, and that providing clear, factual and age-appropriate information helps develop a healthy

understanding of human development while reducing the risk of misinformation from unreliable sources.

We define Sex Education as teaching about human reproduction within the context of human life cycles. This includes factual teaching about conception and reproduction but does not include teaching about different types of sexual activity.

-Science (Statutory National Curriculum)

Human reproduction is taught through the Science curriculum within the units on Human Reproduction (Year 6) and Life Cycles (Year 5). Teaching is delivered in a factual, scientific and age-appropriate manner. Parents will be informed before these units are taught.

-PSHE (Jigsaw Programme)

Puberty education forms part of the statutory Health Education curriculum and is taught through the Jigsaw PSHE programme within the *Changing Me* unit as well as in their Science lessons. Pupils learn about:

- the physical and emotional changes associated with puberty
- personal hygiene and self-care
- body confidence and self-esteem
- managing change positively
- respecting their own bodies and the bodies of others

Key Stage 3 (Years 7-8)

Relationships and Sex Education (RSE) is statutory in secondary schools. At Wellesley Prep School, pupils in Years 7 and 8 follow the Jigsaw PSHE programme, which provides a progressive and age-appropriate curriculum that builds on learning from Key Stage 2.

Curriculum Structure

The Jigsaw programme delivers statutory RSE through three key units:

- Relationships – healthy relationships, families, friendships, respect, consent, equality and online relationships.
- Changing Me – puberty, human development, reproduction, body image and Sex Education.
- Healthy Me – physical health, mental wellbeing, healthy lifestyles, risk management and safeguarding, including online safety.

Key safeguarding, wellbeing and personal development themes are revisited throughout the wider PSHE curriculum to reinforce learning over time.

Curriculum Intent

Our RSE curriculum enables pupils to:

- develop healthy, respectful and positive relationships;
- understand consent, personal boundaries and mutual respect;
- recognise unhealthy or abusive behaviours and know how to seek support;
- understand the impact of online behaviour and how to stay safe in digital environments;
- appreciate the links between relationships, physical health and emotional wellbeing; and
- develop the knowledge and confidence needed to make safe, informed and responsible decisions as they mature.

This progression reflects the Department for Education's statutory guidance and prepares pupils for the next stage of their education and for life beyond school.

Responding to children's questions

We recognise that children may ask questions beyond our planned curriculum. Teachers use professional judgement to respond, and may answer briefly and factually if age-appropriate, suggest the child speaks with their parent or carer, or acknowledge the question while explaining they'll learn more when older.

PARENTAL RIGHT TO WITHDRAW

Parents do not have the right to withdraw their child from:

- statutory Science lessons, including those covering human reproduction;
- statutory Relationships Education; or
- statutory Health Education, including puberty education.

As our teaching about human reproduction is delivered through the statutory Science curriculum, there is no right of withdrawal from these lessons.

In accordance with statutory RSHE guidance, parents have the right to request withdrawal of their child from aspects of Sex Education, but not from Relationships Education or Health Education, which are compulsory.

Within Years 7 and 8, the majority of content is statutory. However, the following lessons include non-statutory Sex Education content and are eligible for withdrawal:

- Year 7 – Changing Me: lesson 2 – Having a baby (ways a baby can be conceived).
- Year 8 – Changing Me: lesson 5 – Alcohol and risky behaviour (risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex).

Requests for withdrawal should be made to the pupil's form tutor in the first instance.

PARENTAL TRANSPARENCY, ENGAGEMENT AND CONSULTATION

We recognise that parents and carers are a child's first and most important educators, particularly in relation to relationships, health and personal development. Effective PSHE and RSE education is most successful when schools and families work in partnership. We are committed to maintaining open communication, ensuring that parents are well informed about the curriculum and have opportunities to engage with, and contribute to, its development.

Curriculum Transparency

In line with the Department for Education's statutory guidance, we provide parents and carers with clear information about the content and delivery of our PSHE and RSE curriculum.

Information is shared through the Parent Portal and includes:

- curriculum overviews and mapping documents
- knowledge organisers
- termly PSHE newsletters
- details of statutory curriculum coverage.

Parents may also request access to lesson overviews, planning and teaching materials through their child's Form Tutor or the PSHE Lead.

We actively encourage parents and carers to engage with the curriculum and support learning at home through a range of opportunities, including:

- curriculum information sessions and parent "Tea Parties"
- online information evenings and webinars
- parent workshops
- form group assemblies that showcase pupils' learning
- regular curriculum updates through newsletters, class communications and the Parent Portal
- opportunities to discuss curriculum content with class teachers or the PSHE Lead.

We welcome questions and feedback at any time and are committed to responding openly to any queries or concerns.

Consultation and Policy Review

Parents and carers are consulted as part of the school's ongoing review and development of its PSHE and RSE provision. When reviewing this policy or making significant curriculum changes, the school seeks the views of parents, staff and governors to help ensure that the curriculum continues to meet the needs of our pupils while remaining fully aligned with statutory guidance.

Consultation may include:

- sharing draft policies for comment
- opportunities to review curriculum resources and teaching materials
- parent information sessions to explain curriculum content and answer questions during Year group Tea Parties.
- opportunities to provide feedback on the curriculum and its implementation.

By working collaboratively with families, we aim to provide pupils with consistent, accurate and age-appropriate messages that support their personal development, wellbeing and readiness for life.

Viewing PSHE Teaching Materials

We want parents to feel informed about what their children are learning in PSHE. We provide several ways for parents to access information about the curriculum:

- Parent/Teacher Knowledge Organisers on the Parent Portal - For each Puzzle (half-term unit), we provide accessible summaries showing the key learning objectives and content from the Jigsaw programme.
- Parent Access to Lesson Materials - Parents who would like to see the standard Jigsaw lesson plans and teaching slides for their child's year group can request access. We provide secure access codes on a Puzzle-by-Puzzle basis (each half term) for parents who specifically ask to see these materials. To request access, parents should contact their child's class teacher, who will provide a unique access code and link. These codes expire at the end of each half term, and parents can request a new code for the next Puzzle if they wish.
- Viewing Materials in School - We recognise that there is a large volume of teaching material across the full Jigsaw programme. For parents who would like to explore the materials in more depth or understand how we adapt content for our specific classes, we welcome you to arrange a time to view materials in school with a member of staff. This allows us to explain the teaching approach, answer any questions, and show how content is delivered in practice.
- Parent Information Leaflets - We also provide specific information leaflets on topics that parents commonly have questions about via the Parent Portal on our website.

We actively encourage parents to engage with these resources so they can support and continue conversations at home. If you have any questions about PSHE content or would like to access any of these materials, please contact: j.pursell@wellesleyprep.co.uk

Responding to Concerns

We welcome parents' questions and concerns about PSHE education. Parents who have concerns should contact their child's class teacher in the first instance, or the PSHE lead / headteacher.

We aim to address concerns through open, honest discussion, sharing curriculum materials, explaining the rationale for content, and demonstrating how teaching is age-appropriate and sensitively delivered.

TEACHER SUPPORT AND PROFESSIONAL DEVELOPMENT

High-quality PSHE education requires confident, well-supported teachers who have the knowledge, skills and resources to deliver sensitive content effectively.

Supporting Our Teachers

We support staff delivering PSHE through:

- Comprehensive resources - The Jigsaw programme provides detailed lesson plans, teaching resources, assessment materials and guidance, reducing planning burden and ensuring consistency across year groups.
- Regular professional development - Staff receive training on:
 - Using the Jigsaw programme effectively
 - Teaching sensitive and controversial topics
 - Managing difficult questions and discussions
 - Safeguarding and responding to disclosures
 - Creating safe, inclusive classroom environments
 - Current issues affecting children (e.g., online safety, mental health)
- Collaborative planning and review - to plan and share effective practice, discuss challenges, and support each other in delivering sensitive content.
- Senior leadership support - The PSHE lead and senior leadership team provide ongoing support.
- Access to specialist support - Where needed, we access support from external specialists including the PSHE association, school matron, mental health professionals and other local services to enhance staff knowledge and lesson delivery.

Creating Confident, Skilled Practitioners

We recognise that teaching PSHE requires skills:

- Creating safe, non-judgemental spaces for discussion
- Using distancing techniques when discussing sensitive content
- Facilitating participative, interactive learning rather than delivering information
- Responding to unexpected questions or disclosures
- Managing the balance between planned content and responsive teaching
- Supporting children who may find topics triggering or upsetting

Ongoing professional development helps our staff to develop and refine these skills, ensuring that PSHE teaching is consistently effective across our school.

ASSESSMENT, MONITORING AND EVALUATION:

We monitor and evaluate our PSHE provision to ensure it is meeting children's needs, is delivered consistently across the school, and is having positive impact on children's wellbeing and development. We track

children's progress to ensure learning is embedded and to identify where additional support may be needed. Assessment in PSHE focuses on:

- Knowledge and understanding of key concepts
- Development of skills (e.g., communication, conflict resolution, decision-making)
- Ability to apply learning to real situations

The Jigsaw programme includes assessment materials and opportunities for children to reflect on their learning. Teachers use a range of strategies including:

- Observation of discussions, role plays and collaborative activities
- Review of written work, children's self-assessments and reflections
- Brief formative assessments to check understanding

Progress in PSHE is shared with parents through written reports and consultation meetings, with EYFS also using ongoing dialogue and regular updates for PSED. Where beneficial, the school works with parents to provide targeted support such as ELSA, nurture groups or pastoral check-ins.

Monitoring Quality and Impact

The PSHE lead, working with senior leadership and governors, monitors PSHE provision through:

- Regular review of planning and teaching materials
- Learning walks and lesson observations
- Review of children's work and assessment information
- Pupil voice activities to understand children's experience of PSHE
- Staff feedback on confidence, resources and support needs
- Parent feedback through surveys and consultation

Monitoring enables us to celebrate effective practice, identify areas for development, and ensure consistency in quality across the school.

Evaluating Impact

We evaluate the impact of PSHE education by looking at:

- Children's knowledge, skills and confidence as evidenced through assessment
- Quality of relationships between children and between children and adults
- Positive behaviour and ability to resolve conflicts constructively
- Children's wellbeing and mental health indicators
- Children's confidence in seeking help and reporting concerns
- Safeguarding data and how well children identify and report concerns

- Preparedness for transition to senior school

This evaluation informs ongoing improvement of our PSHE provision and contributes to our annual policy review.

LINKS TO OTHER POLICIES AND CURRICULUM AREAS

PSHE does not exist in isolation but connects closely with other areas of school life and curriculum. This PSHE policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety / E-Safety Policy
- Equality and Diversity Policy
- SEND Policy
- Health and Safety Policy

Links Across the Curriculum

PSHE learning is reinforced through other curriculum subjects including:

- Science: Learning about the human body, life cycles, health, drugs and their effects, puberty and reproduction.
- ICT: Online safety, respectful online communication, understanding how technology works and is used.
- PE: Physical health, benefits of exercise, teamwork, resilience, managing success and failure.
- Citizenship: Rights and responsibilities, democracy, community involvement, understanding diverse communities.
- Religious Education: Moral questions, values, beliefs and world views, diversity and respect.
- Literacy: Texts often provide opportunities to explore PSHE themes including relationships, diversity, moral dilemmas, resilience and identity.

Teachers actively make connections between PSHE and other learning, reinforcing understanding and helping children to see how PSHE knowledge and skills apply across different contexts.

POLICY DEVELOPMENT, REVIEW AND APPROVAL

This policy was developed through consultation with:

- School staff, including teaching staff, support staff and senior leadership

- Parents and carers through Tea Parties
- Pupil questionnaires
- Governors / Trustees

The policy is informed by:

- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025)
- Keeping Children Safe in Education (current statutory guidance)
- The Prevent Duty (Counter-Terrorism and Security Act 2015)
- Jigsaw PSHE programme of study and supporting documentation

Review and Update

This policy will be reviewed annually to ensure it remains up to date with:

- Statutory guidance and legal requirements
- Jigsaw programme updates and enhancements
- Emerging needs of our pupils
- Feedback from stakeholders
- National and local developments in PSHE education

Further Information and Resources

For more information about PSHE at Wellesley Prep School please contact: Jane Pursell or Angus McDonald.

Key documents and resources are available:

- On our school website:
- From the school office
- Via the parent portal

External resources and guidance:

- Jigsaw PSHE mapping documents showing coverage of statutory guidance
- DfE Relationships Education, Relationships and Sex Education and Health Education guidance (July 2025)

External Providers to help deliver PSHE and RSHE content throughout the year:

External Providers and Community Partnerships

The school works with a range of external organisations, charities and individuals to enrich and support the delivery of PSHE and RSHE throughout the year. External providers are selected to complement the school's

curriculum and provide pupils and parents with specialist knowledge, advice and experiences that enhance their understanding of key PSHE themes.

Examples of external providers and partnerships include:

- **HOPE UK** – delivers drugs education and awareness sessions for pupils, supporting the school's Healthy Me and wider health education programme. [HOPE UK](#)
- **The Daniel Spargo-Mabbs Foundation (DSM Foundation)** – provides drug education and decision-making workshops, including sessions for parents to help them support their children in making informed and safer choices. [DSM Foundation](#)
- **Grundon** – delivers workshops relating to road safety, recycling and sustainability, supporting the school's wider commitment to health, safety and environmental responsibility. [Grundon](#)
- **NSPCC** – delivers age-appropriate safeguarding and personal safety sessions to pupils from Pre-Prep through to Year 6.
- **Reverend T** – maintains a close relationship with the school and contributes to the wider PSHE and pastoral programme through assemblies and discussions with pupils throughout the year.
- **Shaun Brooking** – has delivered sessions for Years 7 and 8 focusing on anxiety, understanding and managing emotions, processing feelings and developing strategies for managing worry.
- **Charities and community organisations** – the school works with and supports a range of charitable organisations throughout the year, including Restless Development, Cowshed and Basingstoke Foodbank. These partnerships provide opportunities for pupils to develop empathy, social responsibility, an understanding of wider communities and a commitment to helping others.
- **Guest speakers and parent/community contributors** – the school welcomes appropriate speakers, parents and representatives from charities and organisations to share their experiences, expertise and career journeys with pupils. These opportunities support pupils' personal development, aspirations and understanding of the wider world.

Support for Parents

External organisations and guest speakers are also used to support parents and carers. The school organises workshops, information sessions and a **Parent Support Group**, providing parents with practical information and guidance on topics relevant to children's wellbeing, relationships, health and personal development.

Additional Pupil Support

The school provides additional pastoral and wellbeing support alongside the taught PSHE curriculum. This includes **ELSA (Emotional Literacy Support Assistant)** provision and **Drawing and Talking Therapy**, where appropriate. Drawing and Talking Therapy provides pupils with a safe and supportive space to explore and express their emotions through drawing and talking. These forms of additional support complement the PSHE curriculum and help pupils to develop emotional literacy, resilience, confidence and positive wellbeing.

External provision is reviewed to ensure that it is appropriate for the age and developmental stage of pupils, complements the school's PSHE and RSHE curriculum, and reflects the school's safeguarding, equality and inclusion expectations.

Further information is available from the PSHE Lead (j.pursell@wellesleyprep.co.uk) or the Headmaster (a.mcdonald@wellesleyprep.co.uk).

Policy Approval

This policy was approved by the Governing Body / Board of Trustees on:

Headteacher: Angus McDonald Date: September 2026

Next Review Date: September 2027